Utah State Office of Education

Kindergarten Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC **Utah Core**
Std **Standard**
Obj **Objective**
Ind **Indicator**

Example
562a = 5th Grade, Standard 6, Objective 2, Indicator a = Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).

CC **Common Core**
RL **Reading Standards for Literature**
RI **Reading Standards for Informational Text**
RF **Reading Standards: Foundational Skills**
W **Writing Standards**
SL **Speaking and Listening**
L **Language Standards**

RH **Reading Standards for Literacy in History/Social Studies 6-12**
RST **Reading Standards for Literacy in Science and Technical Subjects 6-12**
WHST **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

Example
3W3c = Third Grade, Writing Strand, Standard 3, c = Use temporal words and phrases to signal event order.

Introduction

The Common Core is organized under four strands: Reading, Writing, Speaking and Listening, and Language. The Utah Core and the Common Core share many of the same standards; however, the Common Core is more explicit and requires some higher-level skills from the students. Below is a brief summary of both.

Utah Core

- Oral Language
- Concepts of Print
- Phonological and Phonemic Awareness
- Phonics and Spelling
- Fluency
- Vocabulary
- Comprehension
- Writing

Common Core

- Reading includes the following strands:
  - Reading Literature (RL): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
  - Reading Informational Text (RI): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity
  - Foundational Skills (RF): Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency
- Writing includes the following strands:
  - Text Types and Purposes: Opinion, Informational, and Narrative Writing
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
- Speaking and Listening includes:
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas:
- Language includes:
  - Conventions of Standard English
  - Vocabulary Acquisition and Use

Utah Core to Common Core English Language Arts Alignment							KINDERGARTEN
Utah Core		**Common Core**					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	**Oral Language**						
Obj 1	Develop Language through listening and speaking.	KSL 1, 2, 3, 4, 5, 6	X				Also KRL 10 as a strong partial match
	a. Listen attentively.	KSL 1, 2, 3	X				Also KRL 1, 10 as weak partial match
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).	KSL 1, 2, 3	X				Also KRL 1, 2, 3, 6, 10 as weak partial match as CC lacks specifics
	c. Speak clearly and audibly with expression in communicating ideas.	KSL 6	X				
	d. Speak in complete sentences.	KL1; 1SL6; KL1f	X	KL1f			CC is more specific
Obj 2	Develop language through viewing media and presenting.						
	a. View a variety of media presentations attentively.	KSL 2		X			CC adds the element of confirming understanding of media presentations
	b. Use a variety of formats (e.g., show and tell, drama, sharing of books) in presenting with various forms of media.					X	CC doesn't address presenting in a variety of formats
Std 2	**Concepts of Print**						
Obj 1	Demonstrate an understanding that print carries "the" message.	KRF 1a, 1b		X			
	a. Recognize that print carries different messages.	KRI 4		X			
	b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).					X	
Obj 2	Demonstrate knowledge of elements of print within a text.						
	a. Identify front/back, top/bottom, left/right of text/book.	KRF 1a	X				
	b. Discriminate between upper- and lower-case letters, numbers, and words in text.	KRF 1d	X				CC adds "recognize in text"
	c. Show the sequence of print by pointing left to right with return sweep.	KRF 1a		X			CC is not specific with the "return sweep"
	d. Identify where text begins and ends on a page.	KRF 1a		X			CC requires more
	e. Identify punctuation in text (i.e., periods, question marks, exclamation points).	1RF 1a		X			NO K-match for objective

Std 3	Standard 3 Phonological and Phonemic Awareness						
Obj 1	Demonstrate phonological awareness.						
	a. Count the number of words in a sentence.					X	
	b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, _____).	KRF 2a		X			CC does not specify "orally"
	c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).	KRF 2d		X			CC does not include alliterative phrases or sentences CC does specify initial, medial vowel, and ending sounds
Obj 2	Recognize like and unlike word parts (oddity tasks).						
	a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).	KRF 2a		X			CC only requires recognizing and producing rhyming words
	b. Identify the words with the same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).	KRF 2d		X			CC requires medial vowel as well
Obj 3	Orally blend word parts (blending).						
	a. Blend syllables to make words (e.g., /ta/…/ble/, table).	KRF2b	X				CC requires counting, blending, and segmenting syllables as well
	b. Blend onset and rime to make words (e.g., /p/…/an/, pan).	KRF 2c	X				
	c. Blend individual phonemes to make words (e.g., /s/…/a/…/t/, sat).	KRF 2d			X		CC uses "isolate" phonemes instead of blend
Obj 4	Orally segment words into word parts (segmenting).						
	a. Segment words into syllables (e.g., table, /ta/…/ble/).	**KRF 2b**	**X**				
	b. Segment words into onset and rime (e.g., pan, /p/…/an/).	**KRF 2c**	**X**				
	c. Segment words into individual phonemes (e.g., sat, /s/…/a/…/t/).	**KRF 2d**	**X**				
Obj 5	Orally manipulate phonemes in words and syllables (manipulation)						
	a. Substitute initial sound (e.g., replace first sound in mat to /s/, say sat).	**KRF 2e**	**X**				
	b. Substitute initial sound to create new words (e.g., replace the first sound in mat with /b/, /f/, etc.).	**KRF 2e**	**X**				
Std 4	Standard 4 Phonics and Spelling						
Obj 1	Demonstrate an understanding of the relationship between letters and sounds.						
	a. Name all upper- and lower-case letters of the alphabet in random order.	KRF 1d	X				
	b. Match consonant and short vowel sounds to the correct letter.	KRF 3b		X			CC included long vowels as well
	c. Blend simple cvc sounds into one-syllable words.	KRF 2d			X		CC implies the skill of blending

Obj 2	Use knowledge of structural analysis to decode words.						
	(No Indicators in Kindergarten.)						
Obj 3	Spell words correctly.						
	a. Hear and write letters to represent single sounds in words.	KRF 3a KL 2c	X	KL 2c			(KL 2c) CC uses the wording "most"
	b. Spell a small number of grade level words (e.g., you, the, to, is).	KRF 3c KL2d			KRF3c KL2d		KRF3c CC requires students to read the sight words, not spell KL2d CC states phonetic words, UT Core requires sight words
	c. Spell first name correctly.					X	
Obj 4	Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).						
	a. Use knowledge about spelling to predict the spelling of new words.	KL 2d		X			
	b. Associate the spelling of new words with that of known words.	KL 2d		X			
Std 5	**Standard 5 Fluency**						
Obj 1	Read aloud grade level text with appropriate speed and accuracy.	KRF4		X			CC does not address accuracy and fluency until first grade
	a. Read aloud alphabet letters in random order with automaticity.	KRF1d		X			CC does not specify "with automaticity"
	b. Read aloud numerals from zero to ten in random order with automaticity.					X	Is this in the math CC?
Obj 2	Read aloud grade level text effortlessly with clarity.						
	a. Use appropriate intonation and expression during unison oral reading with the teacher.	1RF4b		X			First grade CC skill
	b. Read aloud with automaticity approximately 25 high-frequency/sight words.	KRF 3c		X			KRF 3c CC doesn't specify # of sight words
Std 6	**Standard 6 Vocabulary**						
Obj 1	Learn new words through listening and reading widely.						
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	KL 6 KL 4a	X	X			
	b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).	KL 4a		X			
	c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).	KL 5c			X		CC specifies "real-life connections between words and their use"—does not include using resources
Obj 2	Use multiple resources to learn new words by relating them to known words and/or concepts.	KL 4b			X		
	(No Indicators in Kindergarten.)						
Obj 3	Use structural analysis and context clues to determine meanings of words.						

	a. Identify meanings of words by looking at the root word and using known endings (e.g., car, cars; jump, jumped, jumping).	KL 4b			X		KCC missing root word component. It is addressed in First Grade
	b. Monitor reading using context to explain the meanings of unknown key words from text read aloud.					X	
Std 7	**Standard 7 Comprehension**						
Obj 1	Identify purposes of text.						
	a. Discuss purpose for reading.	KRL 10	X				
	b. Discuss author's purpose.	KRL 6			X		CC KRL6 asks students to identify the "role" of the author and illustrator
		KRI 8		X			
Obj 2	Apply strategies to comprehend text.						
	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	KRI 3 KRI 9			X X		CC connection within text rather than to text, to self, to world; (RI 9) CC compare text to text
	b. Ask questions about text.	KRL 1, 4 KRI 1	KRL 1, 4	KRI 1			CC wants "key details"
	c. Make predictions using picture clues, title, and prior knowledge.	KRL 7			X		Prediction portion missing from CC
	d. Make inferences and draw conclusions from text.	KRL 9			X		
	e. Retell identifying key ideas.	KRL 1,2,3 KRI 2	KRL 1,2,3	KRI 2			CC states to "identify" main topic
	f. Compile information from text.	KRL 1,2,3	X				
Obj 3	Recognize and use features of narrative and informational text.						
	a. Identify beginning, middle, and ending of text.	KRL 2			X		CC does specifically address sequencing
	b. View a variety of simple genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy.	KRL 5	X				
	c. Identify information from pictures.	KRL 7 KRI 7		KRL7 KRI 7			
	d. Recognize information as real/make believe.	1RL 5			X		CC First Grade
	e. View a variety of informational texts (e.g., picture books).					X	CC implies

Std 8	Standard 8 Writing						
Obj 1	Prepare to write by gathering and organizing information and ideas (pre-writing).	KW 8			X		CC connection to UT Core is "gathering information"
	a. Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.	KW7				X	CC not stated as generating ideas
	b. Select topics from generated ideas.	KW 7, 8			X		CC not stated as generating ideas or selecting topics
Obj 2	Compose a written draft.						
	a. Draft ideas on paper, utilizing pictures with labels/words.	KW 1, 2, 3,	X				
	b. Select appropriate words to convey meaning.	KW 1, 2, 3, 5	X				
Obj 3	Revise by elaborating and clarifying a written draft.						
	(No Indicators in Kindergarten.)						NA
Obj 4	Edit written draft for conventions.						
	a. Edit writing of first name for appropriate capital and lower case letters.	KW 5			X		CC not specific to writing conventions
	b. Edit writing for the spelling of a key word.	KW 5			X		CC not specific to writing conventions
Obj 5	Use fluent and legible handwriting to communicate.						
	a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.	KL 1a		X			CC requires less than Utah Core and does not include numerals
	b. Write with increasing fluency in forming manuscript letters and numerals.	KL 1a		X			CC states "many" letters and does not address numerals
	c. Write name legibly using correct manuscript form.					X	
Obj 6	Write in different forms and genres.						
	a. Produce personal writing (e.g., All About Me books, notes).	KW 1, 2, 3, 8		X			
	b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.	KW 3, 7		X			
	c. Produce functional text (e.g., ABC books, labels, signs).	K W 2		X			

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Literature K-5							
Key Ideas and Details							
RL1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
KRL1	With prompting and support, ask and answer questions about key details in a text.	K72b,e,f	X				
RL2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
KRL2	With prompting and support, retell familiar stories, including key details.	K72e, f K73a	X X				
RL3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
KRL3	With prompting and support, identify characters, settings, and major events in a story.	K72e,f	X				
Craft and Structure							
RL4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
KRL4	Ask and answer questions about unknown words in a text.	K72b	X				
RL5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
KRL5	Recognize common types of texts (e.g., storybooks, poems).	K72 K73b	X				
RL6	Assess how point of view or purpose shapes the content and style of text.						
KRL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K71b	X				

	Integration of Knowledge and Ideas					
RL7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.					
KRL7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K72c K73c	K73c		K72c	
RL8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					
KRL8	(Not applicable to literature)					NA
RL9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
KRL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K72d			X	
	Range of Reading and Level of Text Complexity					
RL10	Read and comprehend complex literary and informational texts independently and proficiently.					
KRL10	Actively engage in group reading activities with purpose and understanding.	K71a			X	

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Informational Text K-5							
Key Ideas and Details							
RI1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
KRI1	With prompting and support, ask and answer questions about key details in a text.	K72b		X			CC wants key details and with support
RI2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
KRI2	With prompting and support, identify the main topic and retell key details of a text.	K72e		X			CC wants student to identify main topic
RI3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
KRI3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K72a			X		CC connections within text rather than text to text, to self, to world
Craft and Structure							
RI4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
KRI4	With prompting and support, ask and answer questions about unknown words in a text.	K63b		X			CC expects teacher to ask and answer questions about unknown words
RI5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
KRI5	Identify the front cover, back cover, and title page of a book.	K22a		X			CC no return sweep
RI6	Assess how point of view or purpose shapes the content and style of text.						
KRI6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K71b			X		CC uses "role" UT core states "define the author's purpose"

	Integration of Knowledge and Ideas						
RI7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
KRI7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	K73c		X			
RI8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
KRI8	With prompting and support, identify the reasons an author gives to support points in a text.	K71b		X			
RI9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
KRI9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	K72a			X		
	Range of Reading and Level of Text Complexity						
RI10	Read and comprehend complex literary and informational texts independently and proficiently.						
KRI10	Actively engage in group reading activities with purpose and understanding.					X	

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		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Foundational Skills							
KRF1	**Print Concepts -** Demonstrate understanding of the organization and basic features of print.						
KRF1a	Follow words from left to right, top to bottom, and page by page.	K22a	X				
KRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.	K21a		X			
KRF1c	Understand that words are separated by spaces in print.	K31a			X		
KRF1d	Recognize and name all upper- and lowercase letters of the alphabet.	K22b	X				
KRF2	**Phonological Awareness -** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
KRF2a	Recognize and produce rhyming words.	K31b		X			UT Core state to produce rhyming words orally
KRF2b	Count, pronounce, blend, and segment syllables in spoken words.	**K34a**		**X**			
KRF2c	Blend and segment onsets and rimes of single-syllable spoken words.	**K34b**	**X**				**UT Core does not state "single –syllable" words**
KRF2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	**K35a,b**		**X**			**UT Core does not state "medial vowel" isolation and pronunciation**
KRF2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K35a,b		X			CC has additional skills

KRF3	Phonics and Word Recognition - Know and apply grade-level phonics and word analysis skills in decoding words.						
KRF3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	K41b		X			
KRF3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	K41b		X			Utah Core does not include long vowels
KRF3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	K5b		X			
KRF3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	K44a,b		X			
KRF4	Fluency – Read with sufficient accuracy and fluency to support comprehension.						
KRF4a	Read on-level text with purpose and understanding.	K52a		X			These are not stated in the Kindergarten Common Core document
KRF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	K52a		X			These are not stated in the Kindergarten Common Core document
KRF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	K61c K63b		X X			These are not stated in the Kindergarten Common Core document

Common Core	Utah Core					
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Writing Standards						
Text Types and Purposes						
W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
KW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	K82a,b K86a	X X				
W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
KW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K82a, b K86a, K86c	X X	X			
W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
KW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K82a, b K86a, b	X X				
Production and Distribution of Writing						
W4 Produce clear and coherent writing I which the development, organization, and style are appropriate to task, purpose, and audience.						
KW4 (Begins in grade 3)					NA	
W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
KW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**K82b** **K85b**	X		X		
W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
KW6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					X	

	Research to Build and Present Knowledge						
W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
KW7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K81a, b K86b		X	X		
W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
KW8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K81 K86a, b	X		X		
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
KW9	(Begins in grade 4)					NA	
	Range of Writing						
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.						
KW10	(Begins in grade 3)					NA	

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Speaking and Listening Standards							
Comprehension and Collaboration							
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
KSL1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	K11a, b, c			X		
KSL1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	K11a, b, c			X		
KSL1b	Continue a conversation through multiple exchanges.	K11a, b, c			X		
SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
KSL2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K12b			X		UC—states presenting in a variety of formats
SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
KSL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					X	
Presentation of Knowledge and Ideas							
SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						
KSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K86a			X		
SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						
KSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	**K82a**			**X**		
SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.						
KSL6	Speak audibly and express thoughts, feelings, and ideas clearly.	**K11c**		**X**			

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Language Standards						
Conventions of Standard English						
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
L1a	Print many upper- and lowercase letters.	K85a	X				UT core uses proper form, proportion and spaces, as well as numerals 0-9
L1b	Use frequently occurring nouns and verbs.					X	
L1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*).					X	
L1d	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).					X	
L1e	Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).					X	
L1f	Produce and expand complete sentences in shared language activities.					X	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
L2a	Capitalize the first word in a sentence and the pronoun I.					X	UT Core states capitalize first letter in name CC is first word in sentence
L2b	Recognize and name end punctuation.					X	
L2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	K43a		X			
L2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	K44a K4-4b		X			
Knowledge of Language						
L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
	(Begins in grade 2)						NA

	Vocabulary Acquisition and Use						
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
KL4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.*	**6-1b**		X			
L4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).				X		
L4b	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	**6-3a**		X			**UT Core states "root-word"** **CC is First Grade**
L5	Demonstrate understanding of word relationships and nuances in word meanings.						
KL5	With guidance and support from adults, explore word relationships and nuances in word meanings.	**6-2**		X			
L5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.					X	**Math Concept???**
L5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					X	**UT Core does not address opposites/antonyms**
L5c	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).	**6-1c**			X		**UT Core says to "use resources"** **CC states "real-life connections"**
L5d	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.					X	**Possibly in the UT Dance/Fine Arts Core**
L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.						
KL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6-1a		X			UT Core—just vocabulary CC includes "phrases"